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The use of innovative technologies in the teaching of fine arts in the system of continuing education

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A B S T R A C T

In this article, the subject of fine arts, interest in the use of pedagogical and information technologies, interactive methods and innovative lessons in the educational process, non-traditional teaching methods, stratification, group work, conversation, discussion, database, "Brainstorming" , Methods such as "Cluster-Network", "Sunflower", "Boomerang", "Museum", "Presentation-Presentation" are based on the essence of their content - to attract the child's attention, not to be bored, to work together, to encourage lessons, to share their opinions comparison, the introduction of a sincere debate, the fact that it gives good results according to the principles of encouraging active participation

A R T I C L E   I N F O

Introduction

The subject of fine arts, like other subjects in general secondary schools, serves to educate students in all respects and to form them into full-fledged human beings. Fine art expresses the inner spiritual experiences, thoughts, moods and natural beauties of a person through the image of different colors and shapes. The teacher can use the influential power of his lesson to achieve his goal through various methods, forms and means in order to enhance the spiritual, moral and artistic culture of the students. Today, there is a growing interest in the use of new pedagogical and information technologies, interactive methods and innovative lessons in the educational process. One of the main reasons for this is that while traditional education has so far taught students to acquire only ready-made knowledge, modern technology teaches them to search, independently study, analyze, and even draw their own conclusions. Nowadays, teaching using modern methods requires a teacher to strive for mastery and creativity, and thus contribute to the development of education. Through the use of non-traditional teaching methods, the identification of gifted students, the creation of an environment of self-confidence from idle learners, the formation of friendship, mutual affection, like-mindedness among students in the classroom. When using new pedagogical technologies and interactive methods, the teacher will

first be able to get acquainted with the purpose, content, methods of application, conditions of these technologies, and then apply them in full, in part or in part to their lessons, depending on the methodological features of their subject. Non-traditional training has a positive effect on the quality and effectiveness of the lesson. Methods such as stratification, group work, conversation, discussion, database, "Brainstorming", "Cluster-Network", "Sunflower", "Boomerang", "Museum", "Presentation-Presentation" have their own content. out - the child is able to attract attention, not to get bored, to work in harmony, to encourage the lesson, to compare his opinion with the opinion of others, to engage in sincere discussion, to encourage active participation. In fine arts classes, interactive methods can be used in control work, in the organizational part, in asking for homework, in consolidating and repeating a new topic, and in identifying the BKMs that students have mastered.

Brainstorming method

The term "mental attack" is derived from the English word "Brenstorming." "Brain" means brain, "Sterling" means attack, storm, excitement. The fact that this style is called "brainstorming" reveals its true meaning, but it is appropriate to call it "mental attack." This technology can be used in fine arts classes. For example, recent and long topics are given in the form of quick questions, short answers strengthen students' memory, sharpen the knowledge given in the lesson, and develop skills and competencies. Students are characterized by ingenuity and resourcefulness.

"Presentation" method

In the presentation, each student's work is evaluated through his or her presentation. The teacher creates the conditions and importance for the presentation of the activities, knowledge and achievements of the participants. Through the demonstration of their work, the learner acquires such qualities as acquisition of knowledge, learning through mistakes, self-management.

The success of the presentation made in the presentation, the renewal of thoughts and ideas, the development of free thought, the conclusion of the audience, the reader learns about his successes and shortcomings. The creative "Exhibition" of students, organized in the quarterly control work, demonstrates the importance of this method. The reason is that it is more convenient and positive to determine the creative, practical and theoretical knowledge, skills and abilities acquired by students during the quarter through the method of "Presentation".
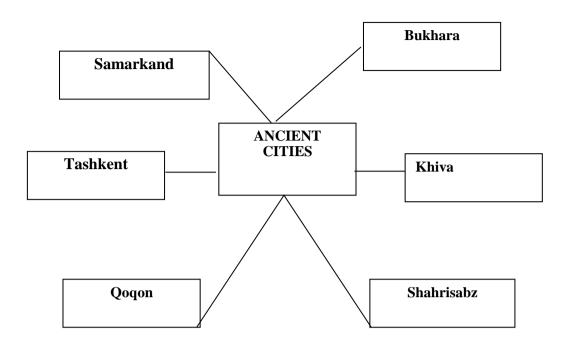
"Networks" or "Cluster" method

Branching of ideas is a pedagogical strategy that helps students to study any topic in depth and teaches them to branch a concept or specific ideas related to a topic in a freely and openly integrated sequence. The thematic networking is organized as follows.
1. Any idea on a topic that comes to mind is expressed in one word and written in sequence.
2. Thoughts continue to write insights.
3. The lesson should try to increase the interconnectedness and sequence of ideas as much as possible.

After the suggestion, idea, idea is written, the teacher reveals the essence of the problem or topic, which is thrown on the basis of the notes.
For example: "Identify the ancient cities with the most historical monuments?

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Sunflower technology

Composition work on the theme "Navruz holiday".
Based on the conversation, the teacher helps the students determine the plot of the composition that needs to be worked on. Episodic view options are selected. For example: 1. "On the occasion of Navruz". 2. "Blue somsa". 3. "Sumalak". Based on the selected theme, a sketch of the composition is drawn on the board. In this case, plan 1, plan 2, perspective, figures

attention is paid to pictorial elements such as spatial location, characteristic situations, background, color, light-shadow.
Strengthen the theme
"Sunflower" technology. Students are divided into groups. The teacher throws one problem to each group, depending on the topic, one problem or the main problem. Each group makes a sunflower, places a circle in the center of it, and sticks the leaves together. Depending on the topic, the answers written on the leaves are pasted around the circle. (Adequate amount of paper sheets should be prepared in advance). As the responses increase, over time, the groups '" Flower of Problems ”will continue to grow.
1-group. "Navruz festivities".
2-group. "National sports and folk games".
3-group. "Navruz dishes".

For example:

Students who actively participate in the question and answer session are encouraged. Then the students, focused on creative activity, independently develop the composition "Navruz holiday" on the basis of the episodic version of their choice.

 When the time comes, it should be noted that today's students are the children of the XXI century. In today's world of globalization and the development of science and technology, it is becoming more and more difficult to attract students to the lesson with a simple lesson. This requires each of us to use new pedagogical technologies and interactive methods, modern information technologies - the Internet, computers, multimedia, slides, projectors - to make our lessons more effective and efficient. Only in this way can every teacher achieve his goal.

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